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ABSTRACT

The National Commission on Excellence in Teacher Education was appointed in 1983 to describe the present state of teacher education, identify problem issues, and make recommendations for the improvement of teacher education. The final report of the Commission, "A Call for Change in Teacher Education," was based on information gathered at the Commission's five regional hearings held in 1984. An annotated bibliography is presented of 19 commissioned papers from these hearings. The papers were written by: (1) M. D. Andrew; (2) H. E. Behling, Jr; (3) B. Dubitsky; (4) E. C. Galambos; (5) H. K. Gideonse; (6) G. A. Griffin; (7) M. Haberman; (8) C. Hall, W. Doyle, and J. Hoffman; (9) K. R. Howey; (10) L. B. Jones; (11) R. C. Kunkel; (12) E. J. Meade, Jr.; (13) N. Nutter; (14) B. Peseau; (15) M. A. Raywid; (16) S. B. Robinson; (17) N. Schwartz; (18) B. O. Smith; and (19) R. C. Wallace. (JD)

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ERIC DIGEST

CLEARINGHOUSE ON TEACHER EDUCATION

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National Commission on Excellence in Teacher Education: Commissioned Papers from the Regional Hearings

In February 1983 a blue-ribbon panel was appointed. The 17-member National Commission on Excellence in Teacher Education set out to: (1) describe the present state of teacher education; (2) identify some of the problemmatic issues in teacher education; and (3) make recommendations for the improvement of teacher education.

Administered by the American Association of Colleges for Teacher Education (AACTE), the Commission is chaired by C. Peter Magrath, President of the University of Minnesota. Robert L. Egbert, Professor of Education at Teachers College of University of Nebraska, is the Commission's Director. Other Commission members are: J. Myron Atkin, Dean of School of Education, Stanford University; Frank B. Brouillet, Past-President of the Council of Chief State School Officers and Washington State Superintendent of Public Instruction; John Brown, President of Coe College, Iowa; Steve Cobb, Representative to the Tennessee State Legislature; Mary Futrell, President of the National Education Association; Robert Graham, Governor of Florida; Mari-Luci Jaramillo, Associate Dean of Education, University of New Mexico; Jonathan C. Messerli, President of Susquehanna University; Howard C. Nielson, Utah Representative to the U.S. House of Representatives; Joan Parent, Immediate Past-President of the National School Boards Association; Anne Reynolds, Chancellor of the California State University System; J.T. Sandefur, Dean of Education, Western Kentucky University; Michelle Schiffgens, Head of Education-Psychology, Marycrest College, Iowa; Albert Shanker, President of the American Federation of Teachers; Mark Shibles, Dean of Education, University of Connecticut; and Richard C. Wallace, Jr., Superintendent of Pittsburgh Public Schools.

The Commission released its final report, *A Call for Change in Teacher Education*, at AACTE's Annual Meeting in February 1985. Addressed to those in higher education, various levels of the government, and the K-12 schools who have the responsibility for the preparation and employment of teachers, the report is based on information gathered at the Commission's five regional hearings held in 1984. The hearings included theme seminars with presentations from invited speakers, open sessions for testimony from other interested persons, and visits to local teacher education programs. The two-day hearings were on the themes of: (1) "Research and Teacher Education" (Minneapolis, MN); (2) "Teacher Education and the Schools" (Austin, TX); (3) "The State's Responsibility for Teacher Education" (Atlanta, GA); (4) "Implications for Teacher Education of Quite Different Assumptions about the Nature of Schools" (New York, NY); and (5) "The Responsibilities of Institutions of Higher Education, Including the Faculty of Education, for Teacher Education" (San Francisco, CA).

The commissioned papers from these hearings have been entered into the ERIC database and announced in the March 1985 issue of ERIC's abstract journal, *Resources in Education (RIE)*. Copies of these papers will be available in March in either microfiche or paper copy from the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, Virginia 22210. Ordering information (ERIC Document numbers and price can be obtained by checking the March 1985 issue of *RIE* or calling EDRS's toll-free number, (800) 227-3742. *A Call for Change* will appear in a later issue of *RIE*.

Andrew, M.D. (1984, October). *Restructuring teacher education: The University of New Hampshire's five year program*. The restructured teacher education program (now a five-year program) at the University of New Hampshire at Durham is described.

Behling, H.E., Jr. (1984, October). *Quality control of teacher preparation programs through the program approval process*. A recent analysis of on-site college evaluation reports from state evaluation teams shows that colleges have become more sophisticated in developing their own self-study reports and that the teams conducting the reviews have become more professional. NCATE's role in the program approval process is compared to this type of accreditation procedure.

Dubitsky, B. (1984, October). *Implications for teacher education of assuming that schools of the future will have unlimited access to technology*. Some basic concerns about the proliferation of computers in schools are discussed. Implications for future teacher education programs are discussed with emphasis on the fact that the computer is a tool, not necessarily an area of study.

Galambos, E.C. (1984, October). *Testing teachers for certification and recertification*. An overview is presented of the current status of competency testing for teacher certification.

Gideonse, H.K. (1984, October). *Guiding images for teaching and teacher education*. Teachers should be viewed as decision-makers who are required to make serious value choices, who serve both individuals and society, who are in an institution where real power differentials exist, and whose learning and teaching responsibilities are increasingly supported by an empirical research tradition requiring highly situation interpretation.

Griffin, G.A. (1984, October). *Crossing the bridge: The first years of teaching*. The potentialities of the beginning teacher can best be realized by a high level of interaction and collaboration with experienced teachers and understanding administrators. A set of proposals is suggested for action by educators, policymakers, and researchers.

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Haberman, M. (1984, October). *An evaluation of the rationale for required teacher education: Beginning teachers with and without teacher preparation.* Propositions for the improvement and content of teacher education are discussed in terms of theory, logic, research, expert opinion, and experience.

Hall, G., Doyle, W., & Hoffman, J. (1984, October). *The schools and preservice education: Expectations and reasonable solutions.* Many problems arise from inaccurate expectations for preservice teacher education and its relationship to what goes on in elementary and secondary schools. Recommendations are made for reforming preservice teacher education programs to prepare prospective teachers for the realities of their profession.

Howey, K.R. (1984, October). *The next generation of teacher preparation programs.* Rapid social and demographic changes will have an impact on the future training of teachers. While teachers' knowledge of subject matter will continue to be essential, insights into the ecology of the classroom, the nature of the learner and learning, and a command of various teaching methodologies will also be necessary in the future.

Jones, L.B. (1984, October). *Teacher education: An all-university responsibility.* As the public expresses concern over teachers' qualifications to teach academic subjects, and as arts and sciences faculty show renewed attention to the public schools, the responsibility for teacher education is being interpreted as one belonging to the entire university.

Kunkel, R.C. (1984, October). *Regional and national voluntary accreditation: The place and appropriate future of national accreditation.* A brief history of the National Council for Accreditation of Teacher Education (NCATE) is presented, along with NCATE's goals for becoming a more effective national voluntary system to assure both consumer protection and excellence in teacher education.

Meade, E.J., Jr. (1984, October). *Recent reports on education: Some implications for preparing teachers.* Eight characteristics of effective teachers can be derived from the spate of national studies on education. These characteristics are discussed in terms of their implications for teacher preparation.

Nutter, N. (1984, October). *Resources needed for an excellent teacher preparation program.* An excellent teacher education program demands the careful integration of both campus-based and field-based instruction over a substantial amount of time.

Poseau, B. (1984, October). *Resources allocated to teacher education in state universities and land-grant colleges.* Data concerning the funding and productivity of teacher education divisions in major state universities and land-grant colleges in the United States are presented.

Raywid, M.A. (1984, October). *Preparing teachers for schools of choice.* Schools of choice, established to respond to varying student and parent needs and interests, have unique features that require special teacher characteristics and attributes.

Robinson, S.B. (1984, October). *Toward a more desirable profession.* Reform of teacher education must be based on substantial emphasis on the liberal arts and major academic disciplines, and on rigorous admission and graduation requirements.

Schwartz, H. (1984, October). *Recruitment, selection, retention and graduation of teacher education candidates.* The problem of recruiting and retaining the most able teaching candidates is considered, and recommendations are given about initiatives which universities, teachers, and public agencies can pursue to attract competent students.

Smith, B.C. (1984, September). *Research bases for teacher education.* An overview is presented of what research findings on: instruction in school subjects; general elements of teaching; prevention and control of misconduct; interpretation of test results; diagnosis of learning difficulties; and the conditions and procedures of learning and development.

Wallace, R.C. (1984, October). *Post certification development of teachers and administrators.* This paper examines the role of local education agencies in inservice education and staff development.

This *Digest* was prepared by Catherine Butler of the ERIC Clearinghouse on Teacher Education, and produced pursuant to Contract No. 400-83-0022 with the National Institute of Education (NIE). Points of view or opinions do not necessarily represent the official view of the Clearinghouse or of NIE.

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